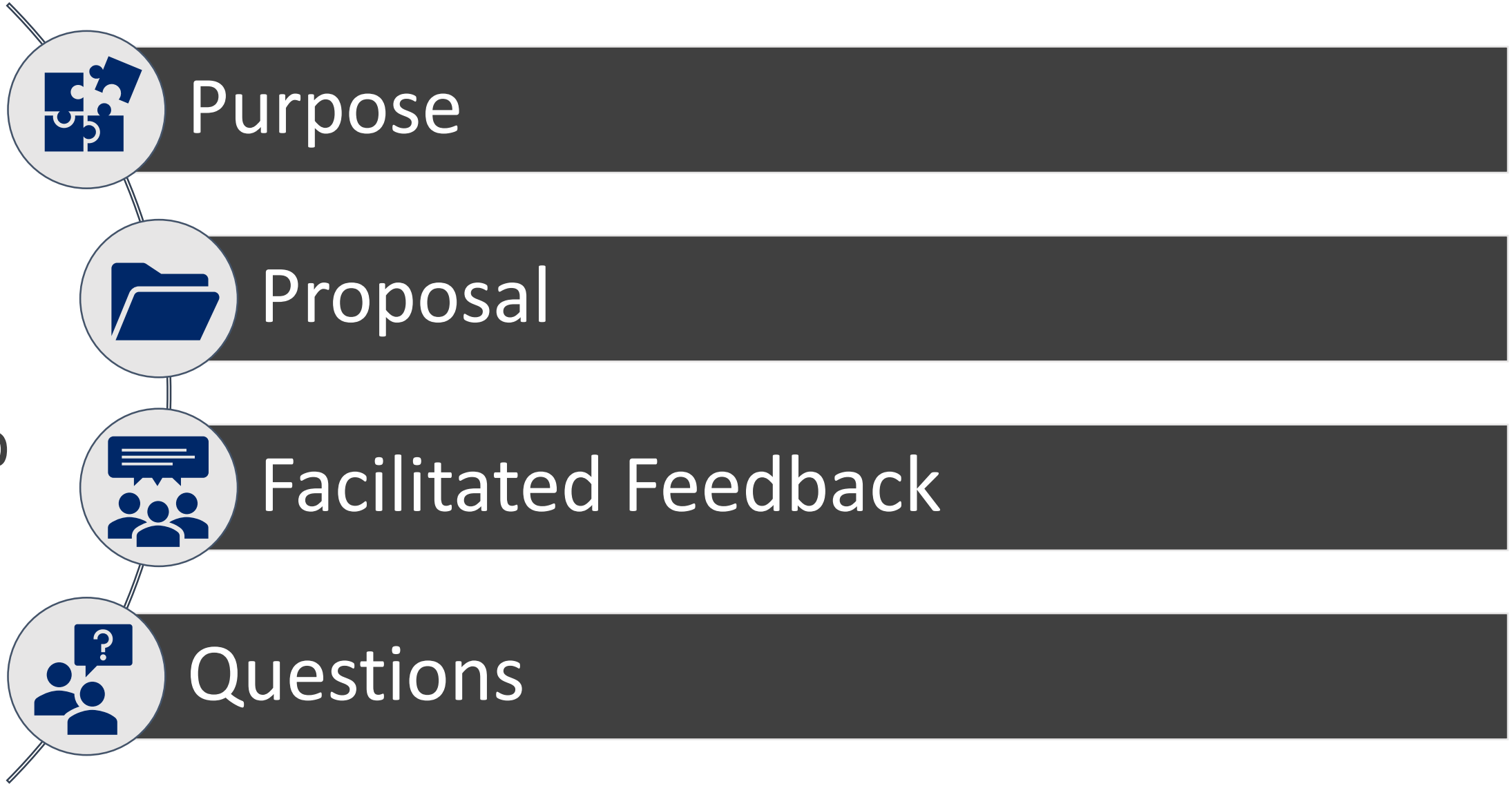
PEA Determinations

FY 2020: Change Just Ahead

Agenda



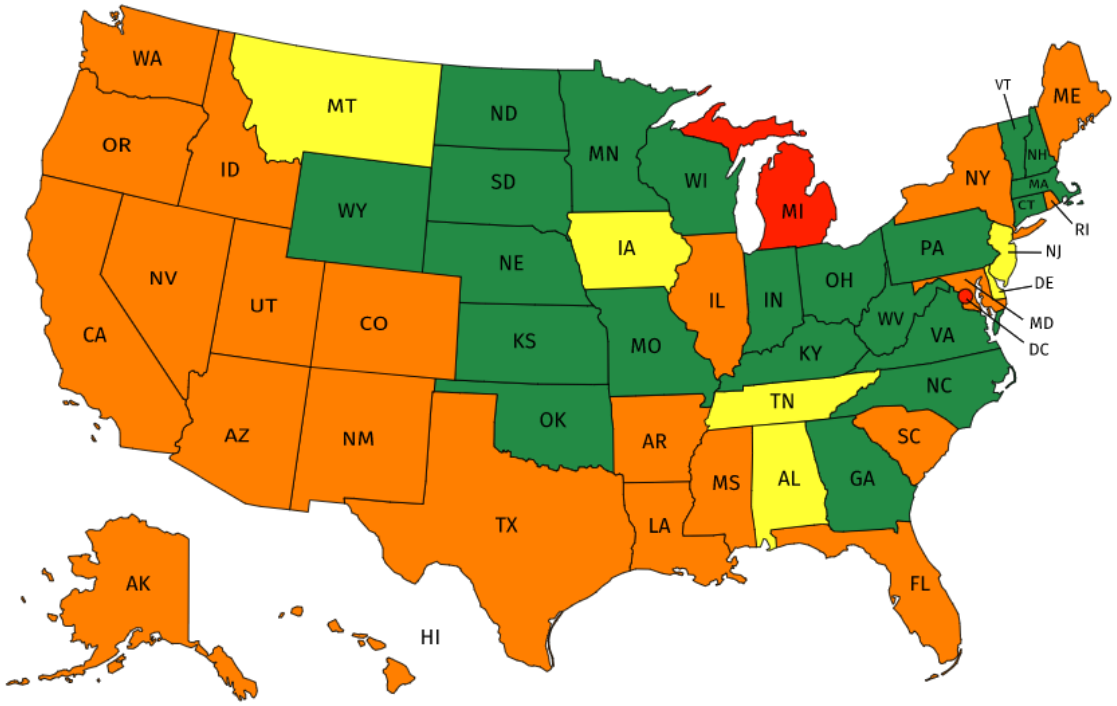
Purpose Behind Proposed Changes

This Photo by Unknown Author is licensed under CC BY

In a continuous improvement system, educators use data, test scores, and outcomes as evidence of performance but not as goals for the system or the main drivers of accountability. Such a system changes reporting from a compliance activity to a process that enables positive change at a local level. (Elgart, 2017)

WHAT WE KNOW: Accountability & Continuous Improvement

SEA Determination Results



Needs Assistance 2012-2016

Meets Requiren

Needs Assistanc (1yr)

Needs Assistanc (2+yrs)

Needs Intervention (1yr)

Current PEA Determinations

FFY 16: 4.6% Needs Assistance
FFY 15: 14.9% Needs Assistance
FFY 14: 13.6% Needs Assistance

How We Stack Up

SEA vs. PEA

SEA Only

- **Indicators 1, 2, 3, 15 & 16***

***Note:** SEA Determinations include the Results Driven Accountability matrix for these indicators

SEA & PEA Shared

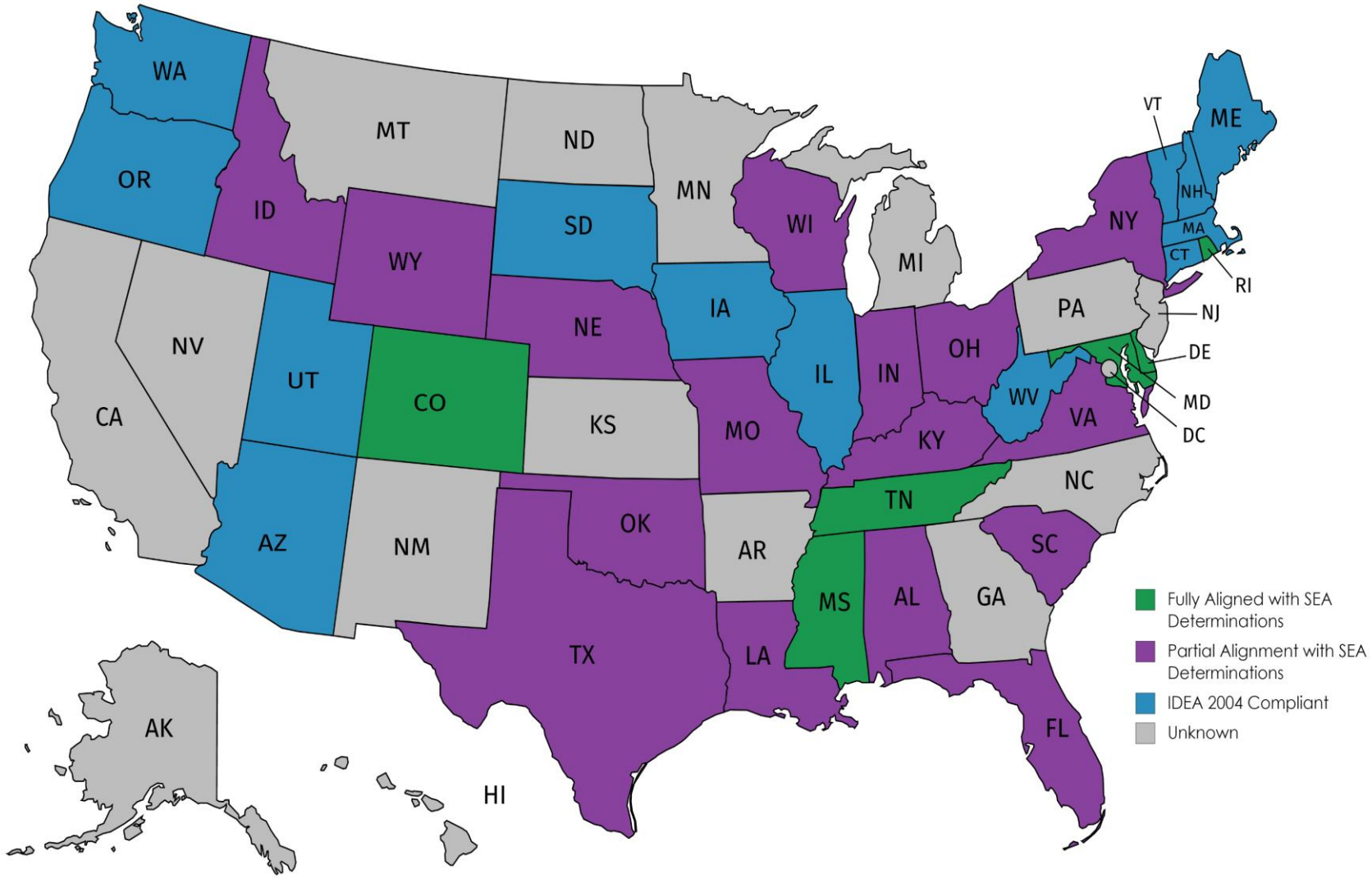
- **Indicators 4, 9, 10, 11, 12, & 13****
- **Longstanding non-compliance/ Valid & Timely Data**

****Note:** These indicators are all compliance indicators

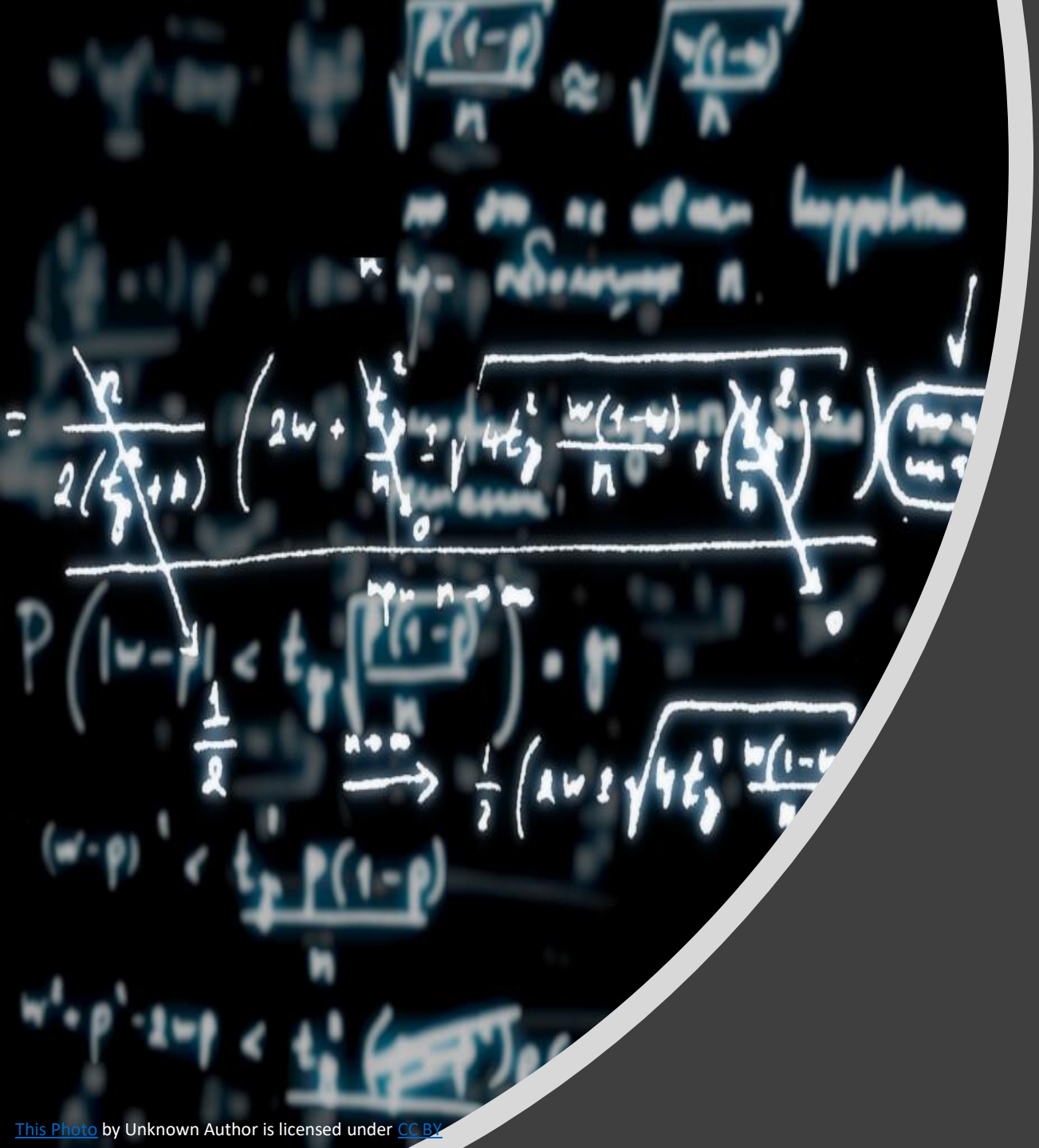
PEA Only

- **CAP closeout within 1 year**
- **Maintenance of Effort**

Who's Making the Change?



Created with mapchart.net ©



Calculating PEA Determinations

This Photo by Unknown Author is licensed under CC BY

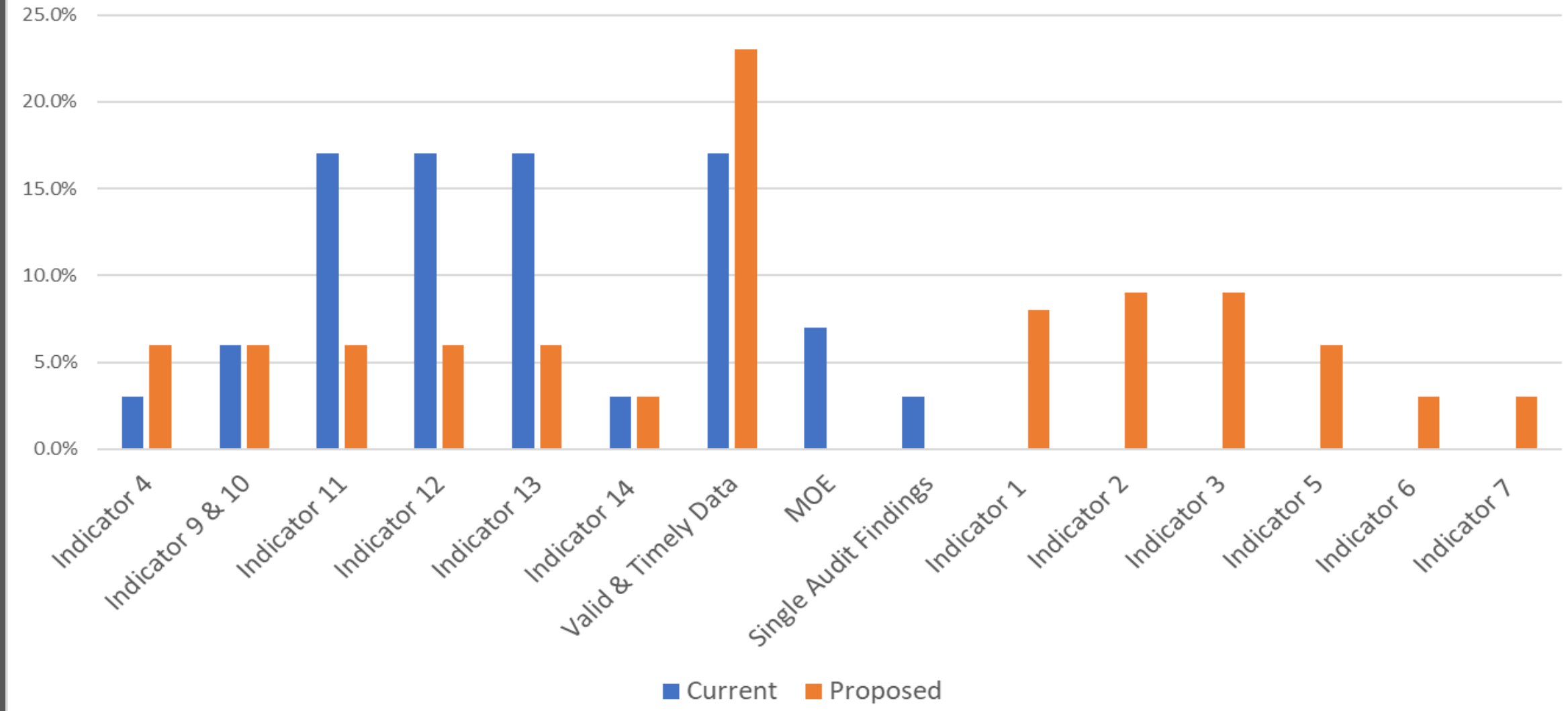
What are the Requirements of IDEA 2004?

Must use at least the following 4 considerations in making LEA determinations

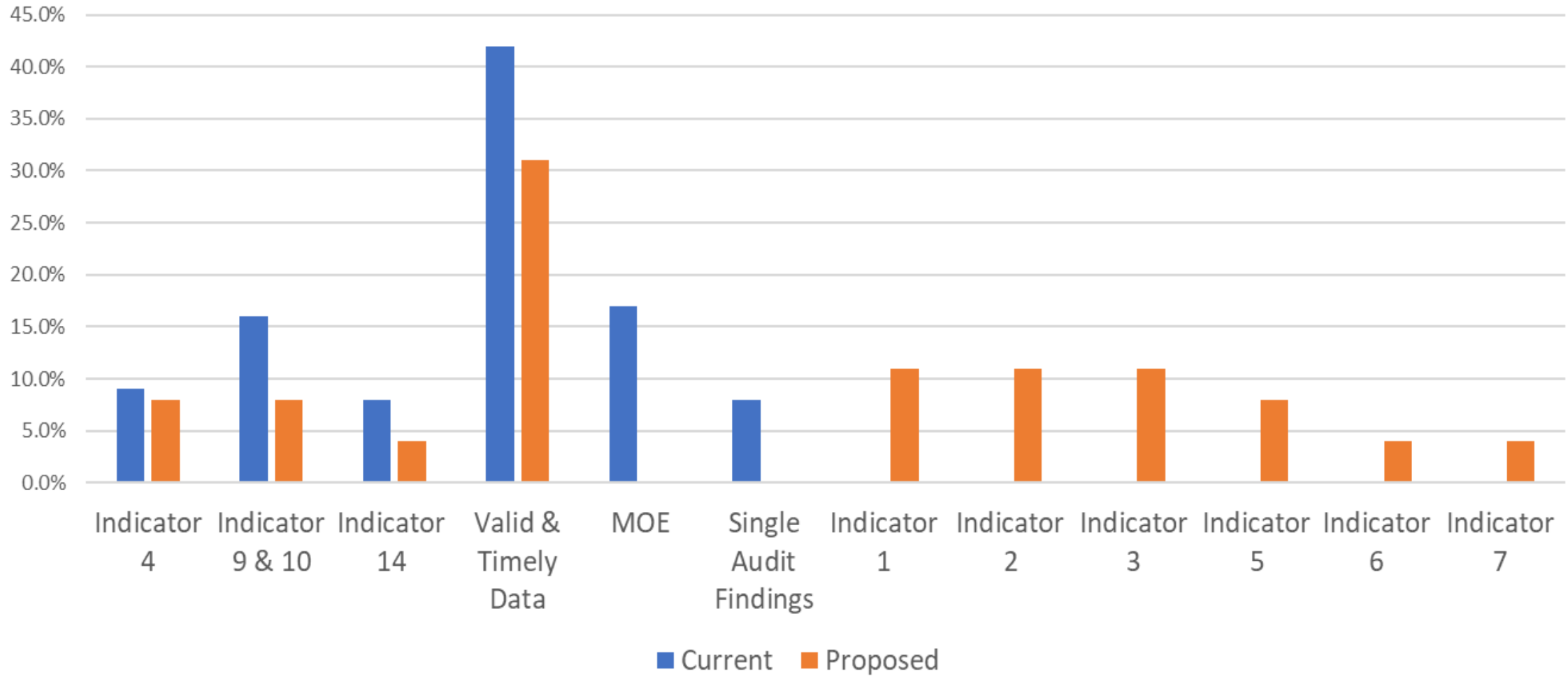
1. Each LEA's performance on all compliance indicators in the SPP ✓
2. Data submitted by the LEA is valid, reliable, and timely ✓
3. Any uncorrected noncompliance from other sources ✓
4. Any audit findings ✓

This Photo by Unknown Author is licensed under CC BY-SA-NC

A Comparison: With Monitoring Activities



A Comparison: Without Monitoring Activities



Proposed PEA Component	Proposed Score
Indicator 12 :: In-by-3 (100%)	0/2
Indicator 11 :: Child Find (100%)	0/2
Indicator 4 :: Suspension/Expulsion (0%)	0/1/2
Indicator 9 & 10 :: Disproportionate Representation (identification) (0%)	0/1/2
Indicator 13 :: Secondary Transitions (100%)	0/2
Indicator 14 :: Post School Outcomes (results)	0/1
CAP Closeout within 1 year	0/2
Valid & Timely Data (census 0/1/2; annual data 0/1/2; teacher attrition 0/1; parent survey 0/1; preschool 0/1; PSO (participation) 0/1)	0-8
Indicator 1 :: Graduation (results)	0-3
Indicator 2 :: Dropout (results)	0-3
Indicator 3 :: Assessment (results)	0-3
Indicator 5: Placement A (results)	0/2
Indicator 6: Placement PA (results)	0/1
Indicator 7 :: Preschool Skills	0/1

Weights & Rubric Proposal

Weights

- 0/1
- 0/2
- 0/1/2

Rubric

0-3

- 3 = At or above the State target
- 2 = At the State average but below the State target
- 1 = Below the State average but showing growth from prior year
- 0 = Below the State average w/o growth

Facilitated Feedback

- Do you have any questions about the current method for calculating PEA Determinations?

- What components of the proposed changes do you think will benefit you most?

- What might you want to see added/removed from the proposed changes?

- What is most important for us to remember as we move forward?

This Photo by Unknown Author is licensed under CC BY

Questions
Comments

Chris Brown: Director of Operations
Chris.Brown@azed.gov

Connie Hargis:
Connie.Hargis@azed.gov

Please send additional questions and comments to:
ESSOperations@azed.gov